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AUTHOR	Chandler, Kathryn; And Others
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ABSTRACT

Findings of a study that examined parent and student perceptions of school learning environments are presented in this document. The data are from the 1993 National Household Education Survey (NHES:93), a national survey conducted by Westat for the National Center for Education Statistics. This report is based on data from telephone interviews conducted with 10,117 parents of students in grades 6-12 and 6,504 students in grades 6-12. A Positive School Environment Scale (PSES) was constructed of seven elements. Overall, parents and students gave relatively positive ratings to the schools with which they had direct and current experience. School ratings varied by school characteristics: public schools were rated lower than private schools; larger schools were rated lower than smaller schools; and middle/junior high schools were rated lower than elementary schools. Despite the generally positive assessments, low percentages of youth strongly agreed that they were challenged at school, that they enjoyed school, and that students and teachers had respect for each other. Low percentages of students also reported that their friends thought it very important to work hard for good grades and to behave well in school. Overall scores did not differ by racial/ethnic or urban/rural factors. Five tables are included. (LMI)

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Statistics in Brief September 1993

Parent and Student Perceptions of the Learning Environment at School

Contact:
Kathryn Chandler
(202) 219–1767

Author:
Kathryn Chandler,
NCES

Mary Jo Nolin,
Nicholas Zill,
Westat, Inc.

All American citizens would like U.S. schools to be well-functioning, orderly institutions that bring out the best in their students. Unfortunately, the images that many Americans have of their schools differ from this ideal. Fueled in part by media accounts that highlight relatively rare events, many members of the public see the schools as disorderly, perhaps even violent, places where academic standards are low.[1] Yet when a national sample of American adults with school-aged children is asked to evaluate the schools their children attend, most portray those schools in relatively favorable terms.

At the same time, some of the things that parents and students have to say about their schools are sobering indeed. The current data show, for example, that parents of students and students who attend private schools report a significantly more positive learning environment than do those attending public schools, regardless of whether the public school was assigned or chosen. Reports of a positive learning environment decline as school grade level and school size increase.

This report presents parent and student reports on school and classroom conditions likely to promote an effective learning environment. The ratings reflect parent and student perceptions rather than objective measures of school circumstances or student behavior, and they may be subject to idiosyncratic influences such as how well the individual son or daughter is doing at the school. Nonetheless, they provide a useful counterbalance to impressions based on reports of isolated incidents or interviews with small, unrepresentative groups of students, parents, or teachers. The findings are examined in light of relevant school and family characteristics, also reported by the parents.

The data are from the 1993 National Household Education Survey (NHES:93) conducted by Westat for the National Center for Education Statistics. Data were collected in telephone interviews with 12,680 parents of students in grades 3 through 12 and 6,504 students in grades 6 through 12.[2] This report is based upon the responses of 10,117 parents of students in grades 6 through 12 and 6,504 students in grades 6 through 12. Weights were applied to help make the survey estimates applicable to the entire population of children in grades 6 through 12, not just those living in households with telephones.

The NHES:93 School Safety and Discipline interview contained seven items that were designed to measure parent and student perceptions of classroom and school environment. The items encompassed academic challenge, enjoyment of school, mutual respect between pupils and teachers, good discipline maintained by teachers and administrators, peer norms that support hard work for achievement, and peer norms that support good behavior. Responses to these items were found to correlate with one another sufficiently so that they

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could be combined into a summary scale, which was labeled the Positive School Environment Scale (PSES). Separate scales were constructed for parents and students. Each item had four response categories. Five of the items required a response of "strongly agree," 'agree," "disagree," or "strongly disagree." Two of the items required a response of "very important," "somewhat important," "not too important," or "not at all important." They were scored 15, 10, 5, or 0, respectively. Thus, each item response could receive a maximum of 15 points and the total scale score could range between 0 and 105 points.[3] A perfect score means that the parent or student strongly agrees that the school is challenging and enjoyable to the student, that the principal and teachers maintain good discipline in the school and classrooms, that there is mutual respect between teachers and students at the school, and that the students' friends at school think it very important to work hard for good grades and to behave in school.

This report presents data on the PSES (table 1) and on the individual items that make up the PSES. Tables 2 and 4 show percentages for the two highest levels of agreement (i.e., agree and strongly agree, somewhat important and very important) for parents and students, respectively; tables 3 and 5 show percentages for the highest level of agreement only (i.e., strongly agree and very important). In general, patterns did not vary if either the single highest or the two highest responses to the individual items were considered. Because the response categories to all seven items were not the same, however, careful attention should be paid to the column headings in the different sets of tables when interpreting the data.

A School Environment Conducive to Learning

Overall, American parents and youth express mildly positive opinions regarding the learning environments at the schools with which they have personal experience. However, there is certainly room for improvement. The mean score given to the school environment by parents of students in grades 6 through 12 is 77 (out of a possible 105 points), whereas the mean score given by students is 70 points (table 1). As is evident from these averages, students are generally less positive about their school environments than are parents.

Aspects of School Environment

Majorities of U.S. parents with students in grades 6 through 12 feel that their children are challenged at school (83 percent) and enjoy school (86 percent, table 2). However, only 28 percent and 32 percent, respectively, strongly agree with these statements (table 3). When parents are asked about the adequacy of discipline at their children's schools, an 88 percent majority agrees that the child's teachers maintain good discipline in the classroom (table 2). But only 30 percent of parents agree strongly with this evaluation (table 3). Likewise, a 91 percent majority says the principal maintains good discipline in the school (table 2), but only 35 percent of parents express strong agreement (table 3).

Student reports of the extent to which they find school challenging and enjoyable, and student ratings of the disciplinary environment at school, show a pattern similar to that found in the parent reports. That is, majorities of students in grades 6 through 12 agree with these positive statements about their school: 80 percent say they find their school challenging, and 83 percent find it enjoyable; 81 percent express at least mild agreement with the notion that their teachers maintain good discipline in the classroom, while 89 percent agree that their principal maintains good order at the school (table 4). But fewer students express strong agreement with any of these statements: 15 percent strongly agree that they are challenged; 17 percent, that school is enjoyable; 20 percent, that their teachers maintain adequate discipline in the classroom; and 30 percent, that the principal maintains good order in the school (table 5).

While parental assessment of mutual respect between students and teachers at the child's school is in line with their other appraisals of the school and classroom environment, students give that aspect of the learning environment a lower rating. Eighty-four percent of parents express some agreement that there is mutual respect between students and teachers (table 2), and 25 percent of parents strongly agree (table 3). However, only 64 percent of students agree at all that there is respect between teachers and students at their school (table 4), and a slim 14 percent strongly agree (table 5).

- About one U.S. student in three in grades 6 through 12 disagrees with the statement: "In my school, most students and teachers respect one another."

Two additional indicators of school environment are peer approval for achievement and for good behavior in school. While 90 percent of parents report that their child's friends at school think that it is at least somewhat important to work hard and behave in school (table 2), a minority of parents believe friends think it very important to work hard for good grades (47 percent) and behave in school (44 percent) (table 3). It is also true that a majority of U.S. students say that their friends at school think it at least somewhat important to work hard for good grades (88 percent) and behave in school (83

percent, table 4). But this is hardly indicative of strong peer encouragement for academic striving and proper deportment. There may be a difference in the potential impact of peer influence when the student perceives that friends think it *very* important versus *somewhat* important to strive to achieve or to behave in school. A minority of youth feel that their friends strongly support these values.

- Only 38 percent of students say that their friends at school think it very important to work hard for good grades (table 5).
- Only 30 percent of students report that their friends at school think it very important to behave in school (table 5).

Differences in Parent and Student Perceptions by School Characteristics

Parent and student perceptions of the quality of the learning environment show significant variations across public and private schools, schools of different grade levels, schools of different sizes, and schools with varying racial composition.

Public versus private schools. One of the most striking differences in perspective on the school learning environment is linked to attendance at private versus public schools. Private school parents and students give substantially higher scores to their schools than do parents and students at public schools, either assigned or chosen. This difference is more pronounced for parents. Parents of private school students have a more favorable perception than parents of public school students of the learning environment at their children's schools regardless of the school grade level, the size or racial composition of the school, or family socioeconomic status (data not shown in tables).

- The average PSES score for parents is 90 for those whose children are in private schools, versus 78 for those with children in public schools chosen by the family, and 75 for those in assigned public schools (table 1).

To illustrate, consider one of the specific differences that contributes to this gap in total scale scores:

- The proportion of parents who strongly agree that their children are challenged at school is 24 percent of parents with children in assigned public schools, 30 percent of those with children in chosen public schools, but 58 percent of those with children in private schools (table 3).

The public-private school gap in student scale scores, while about half the size of the parent gap, is still substantial.

- The average PSES score for students is 77 for those in private schools, versus 70 for those in public schools, whether the public school is chosen or assigned (table 1).

The public-private school gap in student PSES scores is especially influenced by differences concerning the discipline maintained by the principal and the presence of mutual respect between students and teachers. There is also a significant difference between public school students and private school students in the perception of strong peer norms for achievement.

- Only 28 percent of students in assigned public schools strongly agree that the principal maintains good discipline in their school, versus 45 percent of students in private schools. The apparent difference between students in chosen public schools (34 percent of whom strongly agree that the principal maintains good discipline) and private schools is not statistically significant for this aspect of the school environment (table 5).
- The proportion of students who strongly agree that most students and teachers at school respect each other is 13 percent among students in assigned public schools, 15 percent among those in chosen public schools, and 26 percent among those in private schools (table 5).
- The proportion reporting that their friends at school think it very important to work hard for good grades is 37 percent among students in assigned public schools, 38 percent among those from chosen public schools, and 48 percent among those in private schools (table 5).

Interestingly, there is not a significant difference between public and private schools in strong peer norms for good behavior (table 5).

Differences by school grade level. Students in elementary schools and their parents generally report more positive learning environments at their schools than their counterparts in middle schools or junior high schools and senior high schools.[4] Mean PSES scores for parents decline from 81 in elementary school to 75 in middle or junior high school and 76 in senior high school.[5] Mean PSES scores for youth decline from 74 in elementary school to 70 in middle or junior high school and 69 in senior high school (table 1).

Larger percentages of elementary school parents than middle or junior high or senior high school parents report strong agreement that teachers maintain good discipline in the classroom: 43 percent versus 28 percent and 26 percent, respectively (table 3). A higher percentage of elementary school students than middle or junior high or senior high students strongly agree that most students and teachers respect each other at school: 22 percent versus 13 percent and 12 percent, respectively (table 5). The decline from the elementary to the middle/junior or the senior high grades in strong peer support for good behavior is also marked.

- The proportion of students reporting that their friends at school think it very important to behave in school drops from 40 percent in the elementary grades to 29 percent in the middle or junior high grades and 27 percent in the senior high grades (table 5).

Differences by school size. Parent perceptions of the learning environment become less positive as school size increases.[6] Mean PSES scores for parents decline from 80 for those with children in schools of under 300 students to 75 for those with children in schools of 1,000 or more (table 1). In particular, parents of students in larger schools are less likely than those in smaller schools to strongly agree that there is mutual respect between students and teachers or that teachers or principals maintain good discipline (table 3).

For student scale scores, the difference between students in schools with under 300 students and those in schools that enroll 1,000 or more pupils is also significant. Youth reports of strong agreement are in line with those of parents.

- The proportion of youth strongly agreeing that most students and teachers at school respect each other is 20 percent in schools with fewer than 300 students, 14 percent in schools with 300-599 students and schools with 600-999 students, and only 12 percent in schools with 1,000 or more students (table 5).
- While 28 percent of students at schools that enroll fewer than 300 students strongly agree that teachers maintain good classroom discipline, 22 percent of students at schools that enroll 300-599 students, and only 17 percent of students at schools of 1,000 or more students do so (table 5).

Differences by school racial composition. Parents of white students who attend schools where most of the students are also white describe the learning environment in more positive terms than do parents of white students who attend schools that are mostly nonwhite or parents of black students who attend mostly black schools.[7]

- The mean PSES score for parents of white students in mostly white schools is 79, whereas the mean score for parents of white students in mostly nonwhite schools is 72. The mean score for parents of black students in mostly black schools is 75 (table 1).

The mean PSES score for parents of black students who attend mostly nonblack schools does not differ significantly from that for parents of white students who attend mostly white schools.

Differences in student PSES scores across schools of varying racial composition are also statistically significant. Again, the differences in PSES scores for white students in mostly white schools and black students in nonblack schools is not significant.

White parents in mostly white schools are more likely than white parents in mostly nonwhite schools to agree that most students and teachers at school respect each other — 89 percent versus 73 percent. Similarly, more black parents report mutual respect between students and teachers if their children go to mostly nonblack schools than if they go to mostly black schools — 88 percent versus 76 percent (table 2). A similar pattern appears in student responses: 69 percent of white students in mostly white schools report mutual respect, as contrasted with 56 percent of those in mostly nonwhite schools. Although black students seem to show the same pattern, the apparent difference is not statistically reliable (table 4).

Schools with high proportions of black students tend to be inner-city schools in which disproportionate numbers of students come from low income, low parent education, or disrupted families, school resources are limited, and troublesome conditions, such as rundown housing, crime, and drug abuse, plague the surrounding neighborhoods.[8] It may well be that these related factors, rather than racial composition as such, account for part or all of the observed variation in parent and student perceptions.

Differences in Parent and Student Perceptions by Parent Education, Race/ethnicity, and Location of Residence

Parents with higher levels of educational attainment have more favorable views of the learning environment at the schools their children attend than other parents. The differences in PSES scores are most apparent in

households in which the highest level of parental education is a college degree or above versus those in which the highest level of education is a high school diploma or less (table 1). Parents in households with a high level of education also give more strongly favorable reports on component school environment items. For instance, 36 percent of parents in households in which either parent is college graduate versus 24 percent of those in households in which the highest level of education is a high school diploma strongly agree their child is challenged at school (table 3). For youth, significant but relatively small differences are observed in PSES scores across households of varying levels of parent education (table 1).

While the PSES scores of youth vary for whites and blacks, the magnitude of their differences is very small (71 percent and 68 percent, respectively, table 1). For parents there are no racial or ethnic differences in overall scores.

The available measure for urbanicity of household residence does not discriminate between central city and other urban areas and shows little relationship with PSES scores.[9] Average scores do not differ for parents or students with an urban residence either in urbanized areas or outside of urbanized areas or those who reside in rural areas.

Summary

This report is based on an analysis of seven items from the NHES:93 School Safety and Discipline interview that measured parent and student perceptions of classroom and school environment. The overall evaluations given to the schools with which parents and youth have direct and current experience were relatively positive; however, interesting differences in the ratings emerged when they were examined by various school characteristics. Public schools, whether assigned or chosen, receive lower ratings than private schools. Parents and students at smaller schools rate their schools more favorably than their counterparts at larger schools, and parents and students perceive the learning environment at elementary schools to be of a better quality than that at either middle/junior high schools or senior high schools.

Despite generally positive assessments, notable were the low percentages of youth who *strongly* agree that they are challenged at school, they enjoy school, and that students and teachers at school respect each other. Also notable were the low percentages of youth who report that their friends think it *very important* to work hard for good grades and to behave well in school. The findings point to the need for improvement in American schools, especially large public high schools and junior high schools. The findings also point to questions that deserve further investigation. For example, to what extent does the interaction between adults and students in school affect the learning environment? Does the lack of mutual respect between students and teachers contribute to the lack of discipline and to less peer pressure to succeed academically and behave well in school? Answers to such questions may show ways for producing positive learning environments at more of the Nation's schools.

Survey Methodology and Data Reliability

The 1993 National Household Education Survey (NHES:93) is a telephone survey conducted by the U.S. Department of Education's National Center for Education Statistics (NCES). Data collection took place from January through April of 1993. The sample is nationally representative of all civilian, noninstitutionalized persons in the 50 States and the District of Columbia. This sample was selected using random digit dialing (RDD) methods, and the data were collected using computer assisted telephone interviewing (CATI) technology.

The School Safety and Discipline (SS&D) component of the NHES:93, which is the basis of this report, sampled students in grades 3 through 12. Two instruments were used to collect data on the school experiences of these students. A household Screener administered to an adult member of the household was used to determine whether any children of the appropriate ages lived in the household, to collect information on each household member, and to identify the appropriate parent/guardian respondent. If one eligible 6th through 12th grader resided in the household, that child was sampled. If two or more 6th through 12th graders resided in the household and there were no 3rd through 5th graders in the household, two 6th through 12th graders were randomly sampled. If there were two or more 6th through 12 graders and there were one or more 3rd through 5th graders, only one 6th through 12th grader was sampled. No more than two SS&D interviews were conducted in a household. For households with children who were sampled for the survey, SS&D interviews were conducted with the parent/guardian most knowledgeable about the care and education of each child. If an eligible youth resided in a household in which no adult was acting in a caretaking capacity for him or her, then that "emancipated" youth responded to the interview. A sample of youth in grades 6 through 12 was also interviewed following the completion of the parent interview about the child.

This report was based on the responses of parents of students in grades 6 through 12 and students in grades 6 through 12. The estimates presented in this report for parent responses exclude the responses for emancipated youth. As a result, the number of parents of students in grades 6 through 12 is less than the number of youths in grades 6 through 12. It should also be noted that the sample of youth selected for youth interviews was a subsample of those selected for parent interviews. Therefore, estimates of characteristics and totals from the two subsamples do differ from one another.

Response Rates

The NHES:93 survey completed Screeners with 63,844 households, of which 12,829 contained at least one child sampled for the SS&D component. The response rate for the Screener was 82 percent. The completion rate for the SS&D interview with parents of 6th through 12th grade students, or the percentage of interviews conducted with parents for sampled children in that grade range, was 90 percent, and the completion rate for the youth in 6th through 12th grades who were sampled was 83 percent. Thus, the overall response rate for the SS&D interview with parents of students in grades 6 through 12 was 74 percent (the product of the Screener response rate and the SS&D completion rate). For youth, the overall response rate was 68 percent. For the NHES:93, item nonresponse (the failure to complete some items in an otherwise completed interview) was very low. The item nonresponse rates for most variables in this report are less than 3 percent for parents and less than 1 percent for youth. Items with missing data were imputed using a hot-deck procedure. As a result, no missing values (i.e., don't know, refused, or not ascertained) remain.

Data Reliability

Estimates produced using data from the NHES:93 are subject to two types of error, sampling and nonsampling errors. Nonsampling errors are errors made in the collection and processing of data. Sampling errors occur because the data are collected from a sample rather than a census of the population.

Nonsampling Errors

Nonsampling error is the term used to describe variations in the estimates that may be caused by population coverage limitations and data collection, processing, and reporting procedures. The sources of nonsampling errors are typically problems like unit and item nonresponse, the differences in respondents' interpretations of the meaning of the questions, response differences related to the particular time the survey was conducted, and mistakes in data preparation.

In general, it is difficult to identify and estimate either the amount of nonsampling error or the bias caused by this error. In the NHES survey, efforts were made to prevent such errors from occurring and to compensate for them where possible. For instance, during the survey design phase, focus groups and cognitive laboratory interviews were conducted for the purpose of assessing respondent knowledge of the topics, comprehension of questions and terms, and the sensitivity of items. The design phase also entailed over 500 staff hours of CATI instrument testing and a pretest in which over 275 interviews were conducted.

An important nonsampling error for a telephone survey is the failure to include persons who do not live in households with telephones. About 92 percent of all 3rd through 12th grade students live in households with telephones. Estimation procedures were used to help reduce the bias in the estimates associated with children who do not live in telephone households.[10]

Sampling Errors

The sample of telephone households selected for the NHES:93 is just one of many possible samples that could have been selected. Therefore, estimates produced from the NHES:93 sample may differ from estimates that would have been produced from other samples. This type of variability is called sampling error because it arises from using a sample of household with telephones, rather than all households with telephones.

The standard error is a measure of the variability due to sampling when estimating a statistic; standard errors for estimates presented in this report were computed using a jackknife replication method. Standard errors can be used as a measure of the precision expected from a particular sample. The probability that a complete census count would differ from the sample estimate by less than 1 standard error is about 68 percent. The chance that the difference would be less than 1.65 standard errors is about 90 percent; and that the difference would be less than 1.96 standard errors, about 95 percent.

Standard errors for all of the estimates are presented in the tables. These standard errors can be used to produce confidence intervals. For example, an estimated 83 percent of parents reported that their child was challenged at school. This figure has an estimated standard error of .6. Therefore, the estimated 95 percent confidence interval for this statistic is approximately 82 to 84 percent.

The tests of significance used in this analysis are based on Student's *t* statistics. As the number of comparisons at the same significance level increases, it becomes more likely that at least one of the estimated differences will be significant merely by chance, that is, it will be erroneously identified as different from zero. Even when there is no statistical difference between the means or percentages being compared, there is a 5 percent chance of getting a significant *t* value of 1.96 from sampling error alone. As the number of comparisons increases, the chance of making this type of error also increases.

A Bonferroni adjustment was used to correct significance tests for multiple comparisons. This method adjusts the significance level for the total number of comparisons made with a particular classification variable. All the differences cited in this report are significant at the .05 level of significance after a Bonferroni adjustment.

Scale Construction

The PSES scale cited in this report was constructed of seven items. Each item included in the scale had four response categories. Five of the items required a response ranging from "strongly agree" to "strongly disagree"; two of the items required a response ranging from "very important" to "not at all important." Responses of strongly disagree and not at all important were scored 0. Other responses were scored 5, 10, or 15 in order of ascending positiveness. Possible PSES scores ranged from 0 to 105. The actual range for parents was 0 to 105, and for youth, 5 to 105. Twenty-five percent of parents scored 70 or below, while 75 percent scored 90 or below, and the median score was 80. For youth, the distribution was similar, although the values were lower. Twenty-five percent of youth scored 60 or below, 75 percent scored 80 or below, and the median score was 70.

In evaluating the goodness of an additive scale used in large-scale survey research, researchers try to establish that the scale has acceptable reliability (a reliability index value, alpha, of at least .60, and preferably over .80) and meets other statistical criteria indicating that the scale is tapping a single, coherent phenomenon.[11] Both the parent and the youth versions of the PSES scale met these standards, with the parent scale showing better psychometric properties. The internal consistency reliability of the parent scale was .79, whereas that of the youth scale was .67. When principal components analyses were performed on the scale items, two factors were extracted for both the parent and youth items. The first factor was much the larger, accounting for 45 percent of the variance in the parent items, and 34 percent of the variance in the youth items. For both parent and youth scales, all seven component items had substantial loadings (.35 or more) on the first factor, and six of the seven items had their highest loadings on the first factor. The mean inter-item correlation for parents was .36 with a range of .19 to .58. For youth, the mean inter-item correlation was .22 with a range of .09 to .45.

ENDNOTES

[1]The annual Gallup/Phi Delta Kappa education poll records public concern about public schools. From 1972 to 1985, poor discipline headed the list of concerns; from 1986 to 1991, concern about drug use was paramount. In the 1992 survey, concern with lack of financial support equalled that about drug use, followed by lack of discipline and violence in schools. See S.M. Elam, L.C. Rose, and A. Gallup, The 24th Annual Gallup/Phi Delta Kappa Poll of the Public's Attitudes Toward the Public Schools, *Phi Delta Kappan*, September 1992.

[2]Information on the survey methodology, response rate, and data reliability appears in the final sections of this report.

[3]Additional information on the construction of the scale is contained in the final section of this report.

[4]Schools were classified according to the lowest and highest grades in the school. Schools in which the lowest grade was 3 or less and the highest grade was 8 or less were classified as elementary. Middle or junior high schools had a low grade of 4 through 9 and a high grade of 4 through 9. Senior high schools had a low grade of 7 through 12 and a high grade of 10 through 12. Schools that did not meet these qualifications were classified as "combined."

[5]There were also significant differences in PSES scores between parents of students in grades 3 through 5, whose mean score was 82, and parents of students in grades 6 through 12, whose mean score was 77. Differences were substantial between the two groups of parents regardless of the type of school their child attended or the size of the school.

[6]School size was estimated by the parents who were asked to choose from among the following four categories: under 300, 300 to 599, 600 to 999, or 1,000 or more. Parents who were only able to estimate the number of students in the child's grade were allowed to do so, and that answer was converted to size of school based upon the number of grades in the school.

[7]Parents were asked to choose whether the school their child attends enrolls less than 25 percent of students of the same race/ethnicity as the child, 25 to 75 percent of the same race/ethnicity as the child, or over 75 percent of the same race/ethnicity as the child. The categories were broad and were intended to capture schools in which the child's racial/ethnic group was in the distinct minority or in the distinct majority, as well as schools in which there was a more balanced racial/ethnic diversity. For this analysis, separate categories of white and black race/ethnicity and school composition were maintained and all other race/ethnicity and school racial compositions were grouped together.

[8]M. J. Puma, C. C. Jones, D. Rock, and R. Fernandez. *Prospects: The Congressionally Mandated Study for Educational Growth and Opportunity*, Interim Report. U.S. Department of Education, Planning and Evaluation Service, May 1993.

[9]Urbanicity was based on the Census classification for the highest percentage of households in the respondent's residential ZIP Code. An urbanized area is a place and the adjacent densely settled surrounding territory that together have a minimum population of 50,000 people. The category "urban, outside of urbanized areas" consists of incorporated or unincorporated places outside of urbanized areas that have a minimum population of 2,500 people with the exception of rural portions of extended cities. These and other places not classified as urban are classified as rural. This is not the same as the Census Bureau's Metropolitan Statistical Area designation.

[10]For additional information on telephone coverage issues and estimation procedures to correct for coverage biases, see J. M. Brick and J. Burke, *Telephone Coverage Bias of 14- to 21-year-olds and 3- to 5-year olds.* Washington, DC: U.S. Department of Education, National Center for Education Statistics, report number NCES 92–101.

[11]E. G. Carmines and R. A. Zeller. (1979) Reliability and Validity Assessment. In J. L. Sullivan (Ed.), *Series: Quantitative Applications in the Social Sciences* (Series No. 007-017). Beverly Hills, CA: Sage.

Table 1.-- Mean Positive School Environment Scale score for parents of students and students, by school and family characteristics: 1993

Characteristic	Number of students in grades 6 through 12[1] (thousands)	Parents of students		Number of students in grades 6 through 12 (thousands)	Students	
		Mean	s.e.		Mean	s.e.
Total	23,878	77	.2	24,060	70	.3
School grade level						
Elementary school	2,683	81	.6	2,663	74	.7
Middle or junior high school	7,269	75	.4	7,418	70	.4
Senior high school	11,374	76	.3	11,539	69	.4
Combined	2,552	81	1.2	2,440	72	1.8
School type						
Public, assigned	19,319	75	.2	19,507	70	.3
Public, chosen	2,523	78	.6	2,683	70	1.0
Private	2,037	90	.6	1,870	77	.7
School size						
Under 300	2,792	80	.6	2,632	73	.7
300 - 599	7,835	77	.4	7,820	70	.5
600 - 999	5,992	76	.4	6,176	70	.4
1,000 or more	7,259	75	.4	7,433	70	.4
Student's race/ethnicity and school racial composition						
White in mostly white school	9,482	79	.3	9,598	72	.4
White in racially mixed school	6,312	75	.4	6,449	70	.3
White in mostly nonwhite school	860	72	1.5	789	67	1.4
Black in mostly black school	1,053	75	1.2	1,055	68	1.2
Black in racially mixed school	1,906	76	1.1	1,958	67	.9
Black in mostly nonblack school	808	78	1.1	814	70	1.4
Other race/ethnicity-school combination	3,457	77	.4	3,399	70	.5
Student's race/ethnicity						
White, non-Hispanic	16,654	77	.2	16,835	71	.3
Black, non-Hispanic	3,767	76	.7	3,826	68	.6
Hispanic	2,602	77	.6	2,636	70	.6
Other races	855	77	1.4	762	72	1.5
Parents' highest education[2]						
Less than high school	2,297	77	.6	2,289	69	.8
High school diploma or equivalent	7,678	75	.3	7,760	70	.3
Vocational/technical or some college	7,572	75	.4	7,465	70	.8
College graduate	2,823	80	.6	2,783	72	.8
Graduate or professional school	3,507	81	.4	3,571	72	.5
Household urbanicity						
Urban, inside urban area	14,226	77	.2	14,129	70	.3
Urban, outside urbanized area	3,487	75	.8	3,582	70	.7
Rural	6,165	77	.4	6,350	71	.7

[1]Does not include the approximately 200,000 youth who do not have parents/guardians living in the household. See methodology section for more information on estimates of numbers of students in grades 6 through 12.

[2]Highest level of schooling completed by either parent or guardian in the household.

NOTE: s.e. is standard error. Number of students may not add to total due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, spring 1993.

Table 2.-- Percentage of students whose parents report agreement or strong agreement with statements about the school learning environment, by school and family characteristics: 1993

Characteristic	Number of students in grades 6 through 12[1] (thousands)	Child is challenged at school		Child enjoys school		Child's teachers maintain good discipline in the classroom		The principal maintains good discipline in child's school	
		Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
Total	23,878	83	.6	86	.4	88	.4	91	.3
School grade level									
Elementary school	2,683	85	1.3	90	1.1	92	1.0	93	.9
Middle or junior high school	7,269	83	1.0	85	.7	87	.8	90	.6
Senior high school	11,374	82	1.0	85	.5	87	.6	90	.7
Combined	2,552	88	1.6	91	1.2	91	1.4	94	.9
School type									
Public, assigned	19,319	82	.7	85	.4	87	.4	90	.4
Public, chosen	2,523	85	1.7	88	1.4	91	1.3	93	.9
Private	2,037	97	.7	93	1.4	97	.6	98	.7
School size									
Under 300	2,792	87	1.8	89	1.5	92	1.3	92	1.0
300 - 599	7,835	83	.9	86	.8	89	.7	91	.7
600 - 999	5,992	83	1.3	86	.9	88	.8	91	.8
1,000 or more	7,259	83	.9	85	1.0	86	.8	90	.6
Student's race/ethnicity and school racial composition									
White in mostly white school	9,482	87	.9	88	.7	91	.7	93	.5
White in racially mixed school	6,312	85	.8	83	.7	87	.8	89	.7
White in mostly nonwhite school	860	75	2.6	80	2.7	82	2.2	85	2.3
Black in mostly black school	1,053	77	2.4	86	2.1	83	1.7	85	2.1
Black in racially mixed school	1,906	78	4.5	86	1.9	85	4.5	91	2.3
Black in mostly nonblack school	808	80	3.1	91	1.9	88	2.4	93	1.4
Other race/ethnicity-school combination	3,457	78	1.7	87	1.0	88	1.1	91	.7
Student's race/ethnicity									
White, non-Hispanic	16,654	86	.6	86	.5	89	.5	91	.4
Black, non-Hispanic	3,767	78	2.2	87	1.3	85	2.3	90	1.4
Hispanic	2,602	75	2.4	87	1.3	88	1.1	91	.8
Other races	855	86	2.0	90	1.9	89	2.6	90	2.0
Parents' highest education[2]									
Less than high school	2,297	74	2.0	89	1.8	90	1.8	93	1.0
High school diploma or equivalent	7,678	82	1.4	85	.7	86	1.0	90	.8
Vocational/technical or some college	7,572	83	1.0	84	.8	86	.8	89	.8
College graduate	2,823	89	1.1	89	1.0	92	.8	93	.8
Graduate or professional school	3,507	88	1.1	90	1.0	94	.6	94	.7
Household urbanicity									
Urban, inside urbanized area	14,226	83	.6	86	.5	88	.5	91	.4
Urban, outside urbanized area	3,487	84	2.7	85	1.1	87	2.4	90	1.5
Rural	6,165	84	1.2	87	1.1	89	1.0	90	.7

Table 2.-- Percentage of students whose parents report agreement or strong agreement with statements about the school learning environment, by school and family characteristics: 1993 (continued)

Characteristic	Number of students in grades 6 through 12[1] (thousands)	Most students and teachers at school respect each other		Friends at school think it is very or somewhat important to work hard for good grades		Friends at school think it is very or somewhat important to behave in school	
		Percent	s.e.	Percent	s.e.	Percent	s.e.
Total	23,878	84	.5	90	.5	90	.3
School grade level							
Elementary school	2,683	90	1.0	91	1.0	91	1.1
Middle or junior high school	7,269	82	.8	87	.8	88	.7
Senior high school	11,374	83	.6	90	.7	91	.5
Combined	2,552	89	1.4	94	.9	94	1.1
School type							
Public, assigned	19,319	83	.5	89	.5	90	.4
Public, chosen	2,523	87	1.3	89	1.4	90	1.3
Private	2,037	98	.6	97	.6	98	.6
School size							
Under 300	2,792	88	1.5	91	1.3	91	1.5
300 - 599	7,835	87	.9	90	.8	90	.6
600 - 999	5,992	84	.9	90	.7	91	.8
1,000 or more	7,259	81	.9	88	.6	89	.6
Student's race/ethnicity and school racial composition							
White in mostly white school	9,482	89	.7	92	.5	93	.5
White in racially mixed school	6,312	81	.9	88	.8	89	.8
White in mostly nonwhite school	860	73	2.4	84	2.2	85	2.1
Black in mostly black school	1,053	76	2.4	85	2.3	87	2.0
Black in racially mixed school	1,906	83	2.2	89	1.8	88	2.6
Black in mostly nonblack school	808	88	2.4	91	1.8	90	1.9
Other race/ethnicity-school combination	3,457	82	1.1	88	.9	88	1.1
Student's race/ethnicity							
White, non-Hispanic	16,654	85	.6	90	.5	91	.4
Black, non-Hispanic	3,767	82	1.4	88	1.2	88	1.5
Hispanic	2,602	82	1.1	88	.9	87	1.3
Other races	855	84	2.4	89	2.1	88	1.7
Parents' highest education[2]							
Less than high school	2,297	85	1.5	90	1.3	90	1.6
High school diploma or equivalent	7,678	82	.7	88	.8	88	.9
Vocational/technical or some college	7,572	82	1.1	88	.8	90	.7
College graduate	2,823	88	1.0	92	1.0	93	.8
Graduate or professional school	3,507	91	.8	93	.6	95	.6
Household urbanicity							
Urban, inside urbanized area	14,226	84	.5	89	.5	90	.4
Urban, outside urbanized area	3,487	83	1.2	88	1.1	89	1.5
Rural	6,165	87	1.2	92	.8	92	.7

[1]Does not include the approximately 200,000 youth who do not have parents/guardians living in the household. See methodology section for more information on estimates of numbers of students in grades 6 through 12.

[2]Highest level of schooling completed by either parent or guardian in the household.

NOTE: s.e. is standard error. Number of students may not add to total due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, spring 1993.

Table 3.-- Percentage of students whose parents report strong agreement with statements about the school learning environment, by school and family characteristics: 1993

Characteristic	Number of students in grades 6 through 12[1] (thousands)	Child is challenged at school		Child enjoys school		Child's teachers maintain good discipline in the classroom		The principal maintains good discipline in child's school	
		Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
Total	23,978	28	0.5	32	0.9	30	0.5	35	0.8
School grade level									
Elementary school	2,683	32	1.6	38	1.9	43	1.8	47	1.9
Middle or junior high school	7,269	25	1.0	30	1.1	28	0.9	33	1.1
Senior high school	11,374	27	1.2	30	1.3	26	0.8	32	0.9
Combined	2,552	34	4.0	38	1.9	39	3.1	41	3.1
School type									
Public, assigned	19,319	24	0.6	29	1.1	26	0.5	31	0.9
Public, chosen	2,523	30	1.7	35	1.7	32	2.0	38	2.0
Private	2,037	58	1.9	48	2.1	63	1.7	69	1.7
School size									
Under 300	2,792	33	1.8	38	2.1	39	1.6	44	2.0
300 - 599	7,835	28	0.9	31	1.4	33	1.0	37	2.7
600 - 999	5,992	26	1.3	29	1.4	28	0.9	33	1.3
1,000 or more	7,259	27	0.8	31	1.0	26	1.0	31	0.9
Student's race/ethnicity and school racial composition									
White in mostly white school	9,482	31	0.8	34	1.7	33	1.0	38	1.6
White in racially mixed school	6,312	26	1.1	28	1.0	27	1.1	32	1.2
White in mostly nonwhite school	860	26	3.6	29	3.1	29	3.5	31	3.6
Black in mostly black school	1,053	22	2.3	34	2.7	31	3.0	29	2.6
Black in racially mixed school	1,906	27	2.6	30	2.2	28	2.2	36	1.9
Black in mostly nonblack school	808	22	2.8	33	3.6	29	3.1	35	3.3
Other race/ethnicity-school combination	3,457	24	1.6	33	1.2	28	1.3	33	1.6
Student's race/ethnicity									
White, non-Hispanic	16,654	29	0.7	31	1.1	31	0.8	35	1.0
Black, non-Hispanic	3,767	25	1.5	32	1.6	29	1.6	34	1.2
Hispanic	2,602	23	1.9	32	1.8	30	1.8	34	2.1
Other races	855	29	3.2	36	4.5	23	4.6	31	3.9
Parents' highest education[2]									
Less than high school	2,297	18	1.9	27	3.0	26	2.9	28	3.7
High school diploma or equivalent	7,678	24	0.9	28	0.8	28	0.9	33	1.2
Vocational/technical or some college	7,572	26	1.3	32	1.5	29	0.8	34	1.1
College graduate	2,823	36	2.2	37	1.9	36	1.9	42	1.7
Graduate or professional school	3,507	38	1.3	38	1.6	36	1.4	41	1.5
Household urbanicity									
Urban, inside urbanized area	14,226	29	0.6	33	0.8	30	0.8	37	0.6
Urban, outside urbanized area	3,487	25	1.7	27	1.8	27	1.7	31	1.3
Rural	6,165	25	1.2	32	1.7	31	1.2	33	2.2

Table 3.-- Percentage of students whose parents report strong agreement with statements about the school learning environment, by school and family characteristics: 1993 (continued)

Characteristic	Number of students in grades 6 through 12[1] (thousands)	Most students and teachers at school respect each other		Friends at school think it is very important to work hard for good grades		Friends at school think it is very important to behave in school	
		Percent	s.e.	Percent	s.e.	Percent	s.e.
Total	23,878	25	0.5	47	.7	44	.7
School grade level							
Elementary school	2,683	39	1.8	50	2.6	47	2.0
Middle or junior high school	7,269	22	0.9	41	1.1	38	1.2
Senior high school	11,374	22	0.8	49	1.1	46	1.5
Combined	2,552	37	3.1	53	2.3	47	3.9
School type							
Public, assigned	19,319	21	0.6	45	.7	41	.7
Public, chosen	2,523	26	1.6	51	3.8	48	2.1
Private	2,037	62	2.0	68	1.9	58	1.9
School size							
Under 300	2,792	38	1.7	49	2.9	46	2.1
300 - 599	7,835	28	1.2	46	1.0	42	1.3
600 - 999	5,992	23	0.9	47	1.3	41	1.4
1,000 or more	7,259	20	0.8	49	1.0	46	1.0
Student's race/ethnicity and school racial composition							
White in mostly white school	9,482	29	0.8	48	.9	43	.9
White in racially mixed school	6,312	21	1.0	39	1.4	39	1.3
White in mostly nonwhite school	860	23	3.6	42	3.5	36	3.2
Black in mostly black school	1,053	22	2.5	50	2.8	53	3.1
Black in racially mixed school	1,906	24	2.2	48	3.3	44	3.4
Black in mostly nonblack school	808	27	3.0	57	4.1	48	3.8
Other race/ethnicity-school combination	3,457	24	1.4	58	1.2	53	1.4
Student's race/ethnicity							
White, non-Hispanic	16,654	26	0.6	44	.8	41	.7
Black, non-Hispanic	3,767	24	1.3	50	1.9	47	2.0
Hispanic	2,602	25	1.6	59	1.7	54	2.4
Other races	855	22	4.7	55	3.4	48	5.4
Parents' highest education[2]							
Less than high school	2,297	21	2.5	60	2.7	57	4.1
High school diploma or equivalent	7,678	23	1.2	44	1.0	42	1.1
Vocational/technical or some college	7,572	24	0.9	42	1.1	38	1.1
College graduate	2,823	30	1.9	51	2.3	45	1.8
Graduate or professional school	3,507	34	1.5	55	1.4	48	1.4
Household urbanicity							
Urban, inside urbanized area	14,226	26	0.6	49	.8	45	.7
Urban, outside urbanized area	3,487	21	1.7	42	2.7	41	2.5
Rural	6,165	26	1.2	46	1.5	42	1.1

[1]Does not include the approximately 200,000 youth who do not have parents/guardians living in the household. See methodology section for more information on estimates of numbers of students in grades 6 through 12.

[2]Highest level of schooling completed by either parent or guardian in the household.

NOTE: s.e. is standard error. Number of students may not add to total due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, spring 1993.

Table 4.-- Percentage of students who report agreement or strong agreement with statements about the school learning environment, by school and family characteristics: 1993

Characteristic	Number of students in grades 6 through 12 (thousands)	Child is challenged at school		Child enjoys school		Child's teachers maintain good discipline in the classroom		The principal maintains good discipline in child's school	
		Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
Total	24,060	80	.7	83	.8	81	.7	89	.6
School grade level									
Elementary school	2,663	77	2.2	86	1.8	89	1.6	94	1.3
Middle or junior high school	7,418	79	1.4	83	1.3	85	1.0	91	.8
Senior high school	11,539	82	1.1	82	1.0	77	.9	87	1.0
Combined	2,440	81	2.6	85	2.3	84	2.9	88	2.3
School type									
Public, assigned	19,507	79	.7	82	.8	81	.7	88	.8
Public, chosen	2,683	81	2.5	85	1.7	80	3.0	89	2.1
Private	1,870	90	1.5	87	1.1	89	1.4	96	.8
School size									
Under 300	2,632	82	3.5	84	3.2	87	2.3	92	2.3
300 - 599	7,820	78	1.2	82	1.2	83	1.3	90	1.0
600 - 999	6,176	80	1.2	83	1.1	79	1.1	88	1.0
1,000 or more	7,433	81	1.0	83	1.1	79	1.4	88	.9
Student's race/ethnicity and school racial composition									
White in mostly white school	9,598	82	.9	84	1.0	84	1.0	91	1.5
White in racially mixed school	6,449	81	1.0	81	1.3	82	1.2	90	.8
White in mostly nonwhite school	789	76	3.5	79	3.4	73	3.2	88	2.8
Black in mostly black school	1,055	76	3.2	85	2.2	70	3.4	83	2.5
Black in racially mixed school	1,958	75	3.4	85	2.6	74	3.4	85	2.8
Black in mostly nonblack school	814	86	2.5	78	4.2	80	3.5	87	3.0
Other race/ethnicity-school combination	3,399	75	2.0	85	1.2	82	1.3	88	1.5
Student's race/ethnicity									
White, non-Hispanic	16,835	82	.7	82	.9	83	.8	90	.9
Black, non-Hispanic	3,826	78	1.9	84	1.6	74	2.1	85	1.9
Hispanic	2,636	72	2.0	86	1.7	82	1.8	88	1.4
Other races	762	82	4.4	83	3.3	83	3.0	88	3.6
Parents' highest education*									
Less than high school	2,289	73	2.0	92	2.2	82	1.9	87	1.7
High school diploma or equivalent	7,760	78	1.2	83	1.1	80	1.0	88	.8
Vocational/technical or some college	7,465	81	1.4	81	1.8	81	1.2	88	1.1
College graduate	2,783	86	1.9	84	2.1	84	1.7	92	2.9
Graduate or professional school	3,571	84	1.4	87	1.3	82	1.6	93	1.1
Household urbanicity									
Urban, inside urbanized area	14,129	80	.8	83	.7	80	.8	89	.6
Urban, outside urbanized area	3,582	82	1.9	82	1.7	81	1.6	88	2.0
Rural	6,350	78	1.2	83	2.4	83	1.8	89	.9

Table 4.-- Percentage of students who report agreement or strong agreement with statements about the school learning environment, by school and family characteristics: 1993 (continued)

Characteristic	Number of students in grades 6 through 12 (thousands)	Most students and teachers at school respect each other		Friends at school think it is very or somewhat important to work hard for good grades		Friends at school think it is very or somewhat important to behave in school	
		Percent	s.e.	Percent	s.e.	Percent	s.e.
Total	24,060	64	.8	88	.7	83	.8
School grade level							
Elementary school	2,663	76	4.6	85	2.2	85	1.7
Middle or junior high school	7,418	61	2.1	86	1.0	82	1.2
Senior high school	11,539	61	1.1	89	.6	83	.9
Combined	2,440	74	4.0	89	1.9	84	2.6
School type							
Public, assigned	19,507	62	.9	88	.7	83	.8
Public, chosen	2,683	63	2.9	86	2.2	79	2.8
Private	1,870	83	1.9	92	1.5	87	1.6
School size							
Under 300	2,632	72	2.6	89	2.2	84	3.1
300 - 599	7,820	65	2.0	87	1.3	83	1.4
600 - 999	6,176	63	1.5	88	1.0	83	1.2
1,000 or more	7,433	61	1.3	88	.8	83	.9
Student's race/ethnicity and school racial composition							
White in mostly white school	9,598	69	1.4	90	.8	87	.9
White in racially mixed school	6,449	61	2.2	88	.9	84	1.0
White in mostly nonwhite school	789	56	4.7	84	2.9	78	3.1
Black in mostly black school	1,055	54	3.6	85	2.6	77	3.6
Black in racially mixed school	1,958	55	6.5	85	2.8	76	3.3
Black in mostly nonblack school	814	60	4.0	87	2.7	78	3.7
Other race/ethnicity-school combination	3,399	67	1.6	85	1.8	79	1.7
Student's race/ethnicity							
White, non-Hispanic	16,835	65	.8	89	.6	85	.8
Black, non-Hispanic	3,826	56	3.5	86	1.5	76	1.8
Hispanic	2,636	66	1.8	83	1.9	80	1.6
Other races	762	74	4.5	90	2.7	77	4.3
Parents' highest education*							
Less than high school	2,289	67	2.7	88	1.7	79	2.1
High school diploma or equivalent	7,760	63	1.8	86	1.3	81	1.4
Vocational/technical or some college	7,465	62	1.4	87	1.0	83	1.2
College graduate	2,783	64	2.2	91	1.1	85	1.5
Graduate or professional school	3,571	68	2.1	90	1.1	86	1.4
Household urbanicity							
Urban, inside urbanized area	14,129	63	1.0	88	.7	82	.7
Urban, outside urbanized area	3,582	62	5.0	89	1.4	82	1.6
Rural	6,350	66	1.6	88	1.3	85	1.7

*Highest level of schooling completed by either parent or guardian in the household.

NOTE: s.e. is standard error. Number of students may not add to total due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, spring 1993.

Table 5.-- Percentage of students who report strong agreement with statements about the school learning environment, by school and family characteristics: 1993

Characteristic	Number of students in grades 6 through 12 (thousands)	Child is challenged at school		Child enjoys school		Child's teachers maintain good discipline in the classroom		The principal maintains good discipline in child's school	
		Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
Total	24,060	15	0.5	17	0.6	20	0.6	30	0.6
School grade level									
Elementary school	2,663	18	1.6	21	2.0	32	4.4	36	4.7
Middle or junior high school	7,418	13	0.8	18	1.2	23	1.3	31	1.7
Senior high school	11,539	15	1.0	15	1.1	15	0.9	27	1.2
Combined	2,440	18	4.1	19	4.0	26	2.8	34	2.6
School type									
Public, assigned	19,507	14	0.6	16	0.6	19	0.7	28	0.9
Public, chosen	2,683	19	2.4	23	2.3	22	4.7	34	3.9
Private	1,870	24	2.3	20	1.9	29	2.4	45	2.5
School size									
Under 300	2,632	15	2.3	22	3.1	28	2.7	34	2.7
300 - 599	7,820	15	1.3	17	1.2	22	1.3	30	1.7
600 - 999	6,176	15	0.9	16	1.1	20	1.4	30	1.1
1,000 or more	7,433	15	0.9	17	1.0	17	0.9	28	1.1
Student's race/ethnicity and school racial composition									
White in mostly white school	9,598	16	1.1	17	1.0	22	1.1	31	1.3
White in racially mixed school	6,449	13	0.8	16	0.9	20	2.1	32	1.8
White in mostly nonwhite school	789	8	1.8	13	2.1	18	2.6	25	3.3
Black in mostly black school	1,055	18	2.4	21	3.1	15	2.8	26	2.9
Black in racially mixed school	1,958	16	2.1	21	3.1	19	3.1	23	3.0
Black in mostly nonblack school	814	23	3.9	15	2.8	20	3.7	33	4.7
Other race/ethnicity-school combination	3,399	13	1.3	17	1.6	21	1.9	30	1.8
Student's race/ethnicity									
White, non-Hispanic	16,835	15	0.6	17	0.6	21	1.1	31	0.7
Black, non-Hispanic	3,826	18	1.4	20	2.0	18	1.7	26	2.0
Hispanic	2,636	13	1.3	17	1.6	20	1.5	29	1.7
Other races	762	13	3.0	17	3.7	22	5.0	32	5.4
Parents' highest education*									
Less than high school	2,289	11	1.3	17	2.0	17	1.7	23	2.2
High school diploma or equivalent	7,760	16	1.3	17	1.3	21	1.9	29	2.0
Vocational/technical or some college	7,465	15	1.7	17	1.4	21	2.8	31	2.7
College graduate	2,783	13	1.9	16	2.0	21	2.0	32	3.3
Graduate or professional school	3,571	17	1.1	18	1.2	20	1.6	32	1.7
Household urbanicity									
Urban, inside urbanized area	14,129	15	0.6	18	0.6	19	0.7	30	0.8
Urban, outside urbanized area	3,582	15	2.2	15	1.8	21	2.2	28	2.9
Rural	6,350	15	1.5	18	1.2	22	2.3	30	2.0

Table 5.-- Percentage of students who report strong agreement with statements about the school learning environment, by school and family characteristics: 1993 (continued)

Characteristic	Number of students in grades 6 through 12 (thousands)	Most students and teachers at school respect each other		Friends at school think it is very important to work hard for good grades		Friends at school think it is very important to behave in school	
		Percent	s.e.	Percent	s.e.	Percent	s.e.
Total	24,060	14	0.6	38	1.1	30	.6
School grade level							
Elementary school	2,663	22	2.0	45	3.2	40	3.0
Middle or junior high school	7,418	13	0.9	35	1.9	29	2.3
Senior high school	11,539	12	0.9	38	1.6	27	1.0
Combined	2,440	21	5.5	40	4.0	31	2.5
School type							
Public, assigned	19,507	13	0.6	37	1.0	30	1.0
Public, chosen	2,683	15	2.4	38	2.6	27	3.5
Private	1,870	26	2.3	48	2.4	32	2.5
School size							
Under 300	2,632	20	1.7	40	3.2	31	3.3
300 - 599	7,820	14	0.9	38	1.9	31	2.5
600 - 999	6,176	14	1.2	37	1.6	29	1.2
1,000 or more	7,433	12	0.7	39	1.3	29	1.3
Student's race/ethnicity and school racial composition							
White in mostly white school	9,598	15	1.0	38	1.4	29	1.2
White in racially mixed school	6,449	13	1.0	35	1.7	29	1.8
White in mostly nonwhite school	789	16	2.9	37	3.8	24	3.7
Black in mostly black school	1,055	14	2.4	40	3.3	30	3.7
Black in racially mixed school	1,958	12	2.3	40	5.0	30	7.8
Black in mostly nonblack school	814	13	3.3	45	5.0	31	4.2
Other race/ethnicity-school combination	3,399	15	2.0	42	2.3	33	1.8
Student's race/ethnicity							
White, non-Hispanic	16,835	14	0.7	37	1.2	29	.8
Black, non-Hispanic	3,826	13	1.4	41	3.1	30	4.0
Hispanic	2,636	14	1.4	40	2.2	34	1.8
Other races	762	18	7.8	48	8.3	32	6.3
Parents' highest education'							
Less than high school	2,289	13	1.5	42	3.0	35	2.7
High school diploma or equivalent	7,760	14	1.0	36	1.7	31	1.3
Vocational/technical or some college	7,465	15	1.5	38	1.2	28	1.3
College graduate	2,783	12	1.6	42	2.8	30	1.7
Graduate or professional school	3,571	15	1.7	39	1.9	28	1.7
Household urbanicity							
Urban, inside urbanized area	14,129	14	0.7	39	1.0	29	.8
Urban, outside urbanized area	3,582	11	1.5	37	3.2	31	4.0
Rural	6,350	16	1.5	37	1.9	30	1.8

'Highest level of schooling completed by either parent or guardian in the household.

NOTE: s.e. is standard error. Number of students may not add to total due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, spring 1993.

*U.S. Government Printing Office : 1993 - 342-109/93113